

**MARYVILLE UNIVERSITY**  
**THE JOHN E. SIMON SCHOOL OF BUSINESS**  
**MGMT 647 - 03 Organizational Behavior**  
**Spring 2010**

**INSTRUCTOR:** Ms. J. Schultz, Adjunct Faculty

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**COURSE:** MGMT 647 -03 - Organizational Behavior & Development

**MEETING PLACE:** ABAC 2245

**MEETING TIMES:** Saturday Mornings, 8:00 AM-11:50 AM

**COURSE DATES:** 1/16, 1/30, 2/13, 2/27, 3/13, 3/27, 4/10 and 4/24

**TEXTBOOK:** Essentials of Organizational Behavior, 10th Edition by Stephen P. Robbins

**OFFICE HOURS:** Mondays 3:30-6:00, Tuesdays 3:30-5:30 & Wednesdays 5:00-6:30

**PRE-REQUISITE:** NONE

**PRE-ASSIGNMENT:** SEE LAST TWO PAGES OF SYLLABUS

**OBJECTIVES:** To assist students in the integration of theoretical concepts from organizational behavior into the practice of management. Lecture, textbook, readings and class discussions will provide numerous opportunities for this integration.

To improve skills in analysis, writing, oral discussion and presentations. Assignments, exams and in-class exercises will reinforce these skills.

To better understand employees: Organizational behavior studies help us understand why employees behave the way they do, and also thereby predict how they are going to behave in the future.

To appreciate the culture of an organization: Most societies in the developed world are becoming multicultural societies. In this context it is important to understand the diversity of societal culture and its bearings on the culture of an organization.

To learn, understand and develop ways to build excellence in leadership: Organizational behavior patterns help in predicting who among the employees have the potential to become leaders. They also teach us how to mold these employees so that their leadership potential is utilized to its fullest.

To develop a good team: An organization is only as good as the weakest member of its team. It is essential that all members of the team work in coordination and are motivated to work together to achieve the best results. The teamwork theories of organizational behavior are an essential tool in the hands of any manager.

To increase productivity: All this leads us to the most important goal of achieving the highest productivity in realizing the visions and goals of any organization. If implemented well, the organizational behavior principles help in motivating all the members to do their best. The levels of motivation can be the difference between a good and a negative business results.

**ATTENDANCE:** Because of the concentrated nature of the MBA program, attendance in class is very important. Students who miss more than 6 hours (including arriving late or leaving early) will be required to withdraw from the course.

**NOTE:** Attendance for the first class session is mandatory. Students may not register for a class unless they can attend the first session. Important information about the course and the instructor's expectations are given during the first session and it is imperative that all students be there. If you know that you will have to be absent for one session, please contact your instructor to ensure that absence from a particular session is acceptable.

**EXAMS:** Two Case Essay exams. You may be given a case study to which some questions may pertain. As you respond to the questions, please use specific content and theories (use names to identify theories and articles) as the basis of your analysis. More information will be provided during the first night of class.

**METHOD OF COURSE EVALUATION:**

Exam I	100 points
Exam II	100 points
Weekly Assignments	200 points
Participation	100 points
Total	500 points

**LATE WORK:** Work that is not turned in on time will result in a 10% reduction of the grade per day. If you are not ready to present your article as assigned, your grade as discussion leader will be zero.

**GRADING SCALE:**

94-100% = A	92-93% = A
88-91% = B+	83-87% = B
80-82 2% = B	76-79% = C+
72-75% = C	65-71% = D
64 or lower = F	

**NOTE:** According to university policy y, an A is awarded for "achievement of distinction on with an unusual degree of intellectual initiative"; a B is awarded for "superior work" and for graduate w work, a C is the "minimum passing grade."

**ASSIGNED ARTICLES:** All articles will be provided on the first night of class.

**ROLE OF DISCUSSION LEADER:** Each student will lead the discussion on his/her article and tie it into the assigned reading for the evening. You may use overheads listing key points that need to be discussed.

The objective is to bring all class members into the discussion. The student should prepare a set of questions or an activity to facilitate discussion. The questions or exercises should be designed to integrate the concepts from the article into the context of the course. The student is to keep the discussion on track and respond to comments made by others.

**CRITERIA:** 1. Ability to set the parameters for the e discussion (use overheads or power point slides with key concepts from the article). 2. Quality of the questions asked (both those written and those actually asked); appropriate number (neither too few nor too many) to cover the material. If an activity is used, it will be evaluated on its ability to stimulate quality discussion. 3. Depth of knowledge about subject ( understanding of material, good response to the e observations of others). 4. Ability to tie-in article with other course concepts. 5. Ability to get others involved in the discussion (good questioning techniques or discussion activity; keeping discussion on track).

**ACADEMIC ACCOMMODATIONS:** Maryville University provides accommodations and supports for students with disabilities as defined by y the Americans with Disabilities Act. If you have documented disability and wish to discuss academic c accommodations, please contact the course instructor and/or the Director of the Academic Success Center located in the University Library (314-529-66850).

### **WEEKLY COURSE WORK:**

#### **WEEK ONE**

Read Chapters 1, 2 and 3.  
An Introduction to Organizational Behavior

#### **WEEK TWO**

Read Chapters 3 and 4  
Article Discussion and Handout  
Video and Team Discussion

#### **WEEK THREE**

Chapters 10 & 13  
Article Discussion and Handout

#### **WEEK FOUR**

Read Chapters 5 & 6  
Motivation  
Take Home Mid-Term Exam  
Article Discuss Due Week 5.

#### **WEEK FIVE**

Read Chapters 8 & 9  
Socialization, Groups and Teams  
Final Paper and Project In-depth discussion.  
Case Study Handout  
Article Discussion

#### **WEEK SIX**

Case study Analysis  
Video and debate.  
Read Chapters 12 & 14

#### **WEEK SEVEN**

Power & Organizational Structure  
Video and Discussion  
Chapter 15 Discussion

#### **WEEK EIGHT**

Week 8  
Final Presentations and Final Papers

This syllabus is subject to change at the instructor's discretion to meet instructional needs. \*Please read all material for thee assigned chapters including case studies and d case scenarios.

# MARYVILLE UNIVERSITY

## MANAGEMENT 647

### SPRING 2010

#### COURSE PRE ASSIGNMENT FOR WEEK ONE OF CLASS

PART ONE: Answer the following question in an in-depth and detailed format. Put all work into your own words. These questions and answers we will discuss, as a team, on the first day of class. Type and double-space all work. All work will be discussed on the first day of class.

1. What does it take to understand teambuilding and teamwork on the job? What steps should a manager take to further connect with teams? Explain the specific which exist today when working with and through teams?
2. Motivating and inspiring individuals and teams today and into the future will require a specific type of leader and a specific organizational leadership behavior. Explain what will be necessary.
3. Now more than ever each organization must focus on Ethics and Integrity throughout the entire work place. Explain from your perspective, how this can be achieved. Go into detail.
4. Stress and Conflict are extremely prevalent through the organization. What should organizations due to reduce stress, resolve conflict and stay focused on business results?
5. Explain how you believe leaders should demonstrate, train and develop and set expectations for a Positive Organizational Culture. Do you believe a positive Organizational Culture will improve and sustain business? How?
6. Organizations must hire, develop, train and promote those individuals who possess specific Core Competencies. Name at least 5 Core Leadership Competencies you believe every employee should be able to demonstrate. Why did you choose these 5?

#### PART TWO

Read the article below and arrive to class prepared to discuss in detail. Provide a one-page typed synopsis/overview discussing what you have gained from this article.

Motivating people: Getting beyond money

The economic slump offers business leaders a chance to more effectively reward talented employees by emphasizing nonfinancial motivators rather than bonuses. Martin Dewhurst, Matthew Guthridge, and Elizabeth Mohr

Companies around the world are cutting back their financial-incentive programs, but few have used other ways of inspiring talent. We think they should. Numerous studies have concluded that for people with satisfactory salaries, some nonfinancial motivators are more effective than extra cash in building long-term employee engagement in most sectors, job functions, and business contexts. Many financial rewards mainly generate short-term boosts of energy, which can have damaging unintended consequences. Indeed, the economic crisis, with its imperative to reduce costs and to balance short- and long-term performance effectively, gives business leaders a great opportunity to reassess the combination of financial and nonfinancial incentives that will serve their companies best through and beyond the downturn.

A recent McKinsey Quarterly survey underscores the opportunity. The respondents view three noncash motivators—praise from immediate managers, leadership attention (for example, one-on-one conversations), and a chance to lead projects or task forces—as no less or even more effective motivators than the three highest-rated financial incentives: cash bonuses, increased base pay, and stock or stock options (exhibit). The survey's top three nonfinancial motivators play critical roles in making employees feel that their companies value them, take their well-being seriously, and strive to create opportunities for career growth. These themes recur constantly in most studies on ways to motivate and engage employees.

John Gibbons, *Employee Engagement: A Review of Current Research and Its Implications*, Conference Board, 2006. 2 McKinsey Quarterly conducted the survey in June 2009 and received responses from 1,047 executives, managers, and employees around the world. More than a quarter of the respondents were corporate directors or CEOs or other C-level executives. The sample represents all regions and most sectors.

There couldn't be a better time to reinforce more cost-effective approaches. Money's traditional role as the dominant motivator is under pressure from declining corporate revenues, sagging stock markets, and increasing scrutiny by regulators, activist shareholders, and the general public. Our in-depth interviews with HR directors suggest that many companies have cut remuneration costs by 15 percent or more. What's more, employee motivation is sagging throughout the world—morale has fallen at almost half of all companies, according to another McKinsey survey<sup>3</sup>—at a time when businesses need engaged leaders and other employees willing to go above and beyond expectations. Organizations face the challenge of retaining talented people amid morale-sapping layoffs that tend to increase voluntary turnover over the medium term. Often, top performers are the first to go. Strong talent management is critical to recruit new ones from, for example, the financial sector, who have been laid off from their employers or feel disenchanting with them.

Yet while 70 percent of organizations have adjusted their reward-and-motivation programs during the past 12 months or plan to do so, relatively few have gone beyond the direct management of costs. Two-thirds of the executives we surveyed cited cost reductions as one of the top three reasons for the changes; 27 percent made changes to increase employee motivation; and only 9 percent had the goal of attracting new talent. Regional differences were striking. Forty-five percent of the respondents in

developing markets, where economies have proved more robust, cited employee motivation as a key reason for modifying incentives, compared with only 19 percent in the United States and Western

Europe, where the crisis hit hardest. Even though overall reliance on financial incentives fell over the past 12 months, a number of companies curtailed their use of nonfinancial ones as well. Thirteen percent of the survey respondents report that managers praise their subordinates less often, 20 percent that opportunities to lead projects or task forces are scarcer, and 26 percent that leadership attention to motivate talent is less forthcoming. Why haven't many organizations made more use of cost-effective nonfinancial motivators at a time when cash is hard to find? One reason may be that many executives hesitate to challenge the traditional managerial wisdom: money is what really counts. While executives themselves may be equally influenced by other things, they still think that bonuses are the dominant incentive for most people. "Managers see motivation in terms of the size of the compensation," explained an HR director from the financial-services industry.

"Economic Conditions Snapshot, June 2009: McKinsey Global Survey Results," [mckinseyquarterly.com](http://mckinseyquarterly.com), June 2009. Another reason is probably that nonfinancial ways to motivate people do, on the whole, require more time and commitment from senior managers. One HR director we interviewed spoke of their tendency to "hide" in their offices—primarily reflecting uncertainty about the current situation and outlook. This lack of interaction between managers and their people creates a highly damaging void that saps employee engagement.

Some far-thinking companies, though, are working hard to understand what motivates employees and to act on their findings. One global pharmaceutical company conducted a survey that showed that in some countries employees emphasized the role of senior leadership; in others, social responsibility. The company is now increasing the weight of engagement metrics in its management scorecard so that they are seen as core performance objectives. One biotech company has reframed the incentives issue by putting the focus on "recognition" instead of "reward" in order to inspire a more thoughtful discussion about what motivates people.

The top three nonfinancial motivators our survey respondents cited offer guidance on where management might focus. The HR directors we spoke with, for example, emphasized leadership attention as a way to signal the importance of retaining top talent. When one global pharma company's CEO was crafting corporate strategy this year, he convened several focus groups of talented managers to generate ideas about how to create more value for the business. With the same aims, a leading beverage company asked every executive committee member to meet with the critical people in their own product groups.

"One-on-one meetings between staff and leaders are hugely motivational," explained an HR director from a mining and basic-materials company—"they make people feel valued during these difficult times." By contrast, our survey's respondents rated large-scale communications events, such as the town hall meetings common during the economic crisis, as one of the least effective nonfinancial motivators, along with unpaid or partially paid leave, training programs, and flexible work

arrangements. While communication is critical, attempts to convey messages about the state of the business often have some spin, one HR director told us.

A chance to lead projects is a motivator that only half of the companies in our survey use frequently, although this is a particularly powerful way of inspiring employees to make a strong contribution at a challenging time. Such opportunities also develop their leadership capabilities, with long-term benefits for the organization. One HR director in the basic-materials industry explained that involvement in special projects “makes people feel like they’re part of the answer—and part of the company’s future.” A leading company from the beverages industry, for example, selected 30 high-potential managers to participate in a leadership program that created a series of projects designed and led by the participants. “Now is the time to swim upstream and invest more in our high potentials,” said the HR director, when launching the program this year.

With profitability returning to some geographies and sectors, we see signs that bonuses will be making a comeback: for instance, 28 percent of our survey respondents say that their companies plan to reintroduce financial incentives in the coming year. While such rewards certainly have an important role to play, business leaders would do well to consider the lessons of the crisis and think broadly about the best ways to engage and inspire employees. A talent strategy that emphasizes the frequent use of the right nonfinancial motivators would benefit most companies in bleak times and fair. By acting now, they could exit the downturn stronger than they entered it.

Martin Dewhurst is a director in McKinsey’s London office, where Matthew Guthridge is an associate principal and Elizabeth Mohr is a consultant. Copyright © 2009 McKinsey & Company. All rights reserved.

I look forward to meeting each of you! Call or write if you have any questions or should need assistance!

Kindest Regards,

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